



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 3

Test Date: March 2009  
Code: 11001302  
SAU: Manchester School Department  
School: Manchester Elementary School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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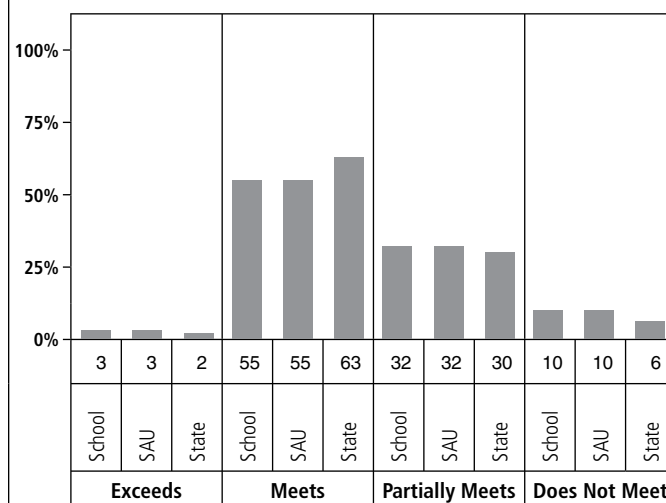
# SUMMARY OF SCORES

Test Date: March 2009  
Grade: 3  
SAU: Manchester School Department  
School: Manchester Elementary School

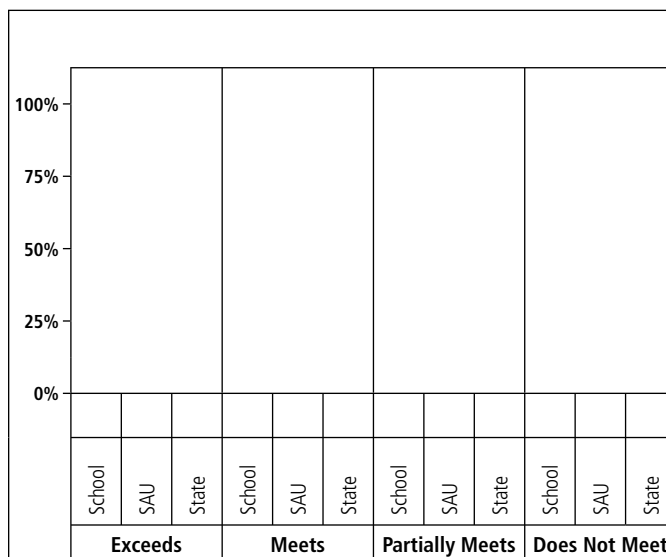
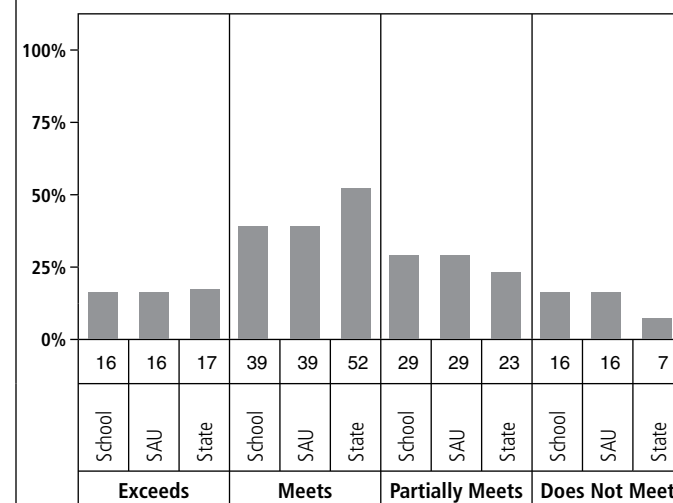
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	344	344	345
2007–2008	341	341	344
<b>2008–2009</b>	<b>344</b>	<b>344</b>	<b>345</b>
Cum. Avg.*	343	343	345
<b>Mathematics</b>			
2006–2007	344	344	347
2007–2008	343	343	347
<b>2008–2009</b>	<b>344</b>	<b>344</b>	<b>348</b>
Cum. Avg.*	344	344	347

### ELA – READING



### MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 3  
SAU: Manchester School Department  
School: Manchester Elementary School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	31	100	31	100	13763	100	31	100	31	100	13691	100	31	100	31	100	13691	100						
<b>Ethnicity</b> African American/Black	0	0	0	0	416	3	0	0	0	0	412	99	0	0	0	0	414	100						
American Indian or Native Alaskan	0	0	0	0	102	1	0	0	0	0	101	100	0	0	0	0	101	100						
Asian or Pacific Islander	0	0	0	0	232	2	0	0	0	0	226	97	0	0	0	0	227	98						
Hispanic	1	3	1	3	167	1	1	100	1	100	164	98	1	100	1	100	164	98						
Caucasian/White	30	97	30	97	12846	93	30	100	30	100	12788	100	30	100	30	100	12785	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	6	19	6	19	2414	18	6	100	6	100	2388	100	6	100	6	100	2388	100						
<b>Current LEP</b>	0	0	0	0	420	3	0	0	0	0	413	98	0	0	0	0	417	99						
<b>Economically disadvantaged</b>	3	10	3	10	5887	43	3	100	3	100	5847	100	3	100	3	100	5846	100						
<b>Migrant</b>	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	26	84	26	84	10316	75	26	84	26	84	10355	75						
Identified disability (PET/IEP)	2	8	2	8	437	4	2	8	2	8	445	4						
LEP	0	0	0	0	192	2	0	0	0	0	193	2						
504 plan	0	0	0	0	83	1	0	0	0	0	83	1						
<b>Participation with accommodations</b>	5	16	5	16	3179	23	5	16	5	16	3152	23						
Identified disability (PET/IEP)	4	80	4	80	1757	55	4	80	4	80	1759	56						
LEP	0	0	0	0	214	7	0	0	0	0	219	7						
504 plan	0	0	0	0	63	2	0	0	0	0	64	2						
Other	1	20	1	20	1192	37	1	20	1	20	1157	37						
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	194	1	0	0	0	0	184	1						
Identified disability (PET/IEP)	0	0	0	0	194	100	0	0	0	0	184	100						
LEP	0	0	0	0	5	3	0	0	0	0	5	3						
504 plan	0	0	0	0	1	1	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	2	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	19	0	0	0	0	0	21	0						
<b>Non-participation – other</b>	0	0	0	0	53	0	0	0	0	0	51	0						

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 3  
SAU: Manchester School Department  
School: Manchester Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 362–380)	2006-2007	0	0	0	0	332	2
	2007-2008	0	0	0	0	227	2
	<b>2008-2009</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>262</b>	<b>2</b>
	Cum. Total*	1	1	1	1	821	2
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 342–360)	2006-2007	18	58	18	58	8691	63
	2007-2008	18	51	18	51	8403	62
	<b>2008-2009</b>	<b>17</b>	<b>55</b>	<b>17</b>	<b>55</b>	<b>8500</b>	<b>63</b>
	Cum. Total*	53	55	53	55	25594	63
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 332–340)	2006-2007	13	42	13	42	3781	27
	2007-2008	11	31	11	31	4018	30
	<b>2008-2009</b>	<b>10</b>	<b>32</b>	<b>10</b>	<b>32</b>	<b>3985</b>	<b>30</b>
	Cum. Total*	34	35	34	35	11784	29
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 300–330)	2006-2007	0	0	0	0	1021	7
	2007-2008	6	17	6	17	938	7
	<b>2008-2009</b>	<b>3</b>	<b>10</b>	<b>3</b>	<b>10</b>	<b>748</b>	<b>6</b>
	Cum. Total*	9	9	9	9	2707	7

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Reading Total Points</b>	<b>46</b>	<b>100</b>	27.2	59.1	27.2	59.1	28.3	61.5
<b>A1/A2 Interconnected Elements/Literary Text</b>	<b>32</b>	<b>70</b>	19.7	61.6	19.7	61.6	19.9	62.2
<b>A1/A3 Interconnected Elements/Informational Text</b>	<b>14</b>	<b>30</b>	7.5	53.6	7.5	53.6	8.4	60.0

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 3  
 SAU: Manchester School Department  
 School: Manchester Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	31	1	3	17	55	10	32	3	10	344	31	3	55	32	10	344	13495	2	63	30	6	345
<b>Ethnicity</b>																						
African American/Black	0										0						402	0	40	41	18	339
American Indian or Native Alaskan	0										0						99	0	64	31	5	343
Asian or Pacific Islander	0										0						222	4	63	25	8	345
Hispanic	1										1						162	0	51	38	10	342
Caucasian/White	30	1	3	17	57	9	30	3	10	344	30	3	57	30	10	344	12610	2	64	29	5	345
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	6	0	0	2	33	1	17	3	50	336	6	0	33	17	50	336	2194	0	32	50	18	338
No	25	1	4	15	60	9	36	0	0	346	25	4	60	36	0	346	11301	2	69	26	3	346
<b>Current LEP</b>																						
Yes	0										0						406	0	39	41	20	339
No	31	1	3	17	55	10	32	3	10	344	31	3	55	32	10	344	13089	2	64	29	5	345
<b>Economically disadvantaged</b>																						
Yes	3										3						5721	1	52	39	9	342
No	28	0	0	16	57	10	36	2	7	344	28	0	57	36	7	344	7774	3	71	23	3	346
<b>Migrant</b>																						
Yes	0										0						6	0	67	33	0	345
No	31	1	3	17	55	10	32	3	10	344	31	3	55	32	10	344	13489	2	63	30	6	345
<b>Gender</b>																						
Female	15	1	7	8	53	6	40	0	0	346	15	7	53	40	0	346	6568	3	67	26	4	346
Male	16	0	0	9	56	4	25	3	19	342	16	0	56	25	19	342	6927	1	59	33	7	343
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						2300	0	39	49	11	340
No	31	1	3	17	55	10	32	3	10	344	31	3	55	32	10	344	11195	2	68	25	4	345
<b>Gifted/talented program</b>																						
Yes	1										1						155	11	87	2	0	354
No	30	1	3	16	53	10	33	3	10	343	30	3	53	33	10	343	13340	2	63	30	6	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 3  
SAU: Manchester School Department  
School: Manchester Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										0						5	1	44	39	16	340
B. less than one hour	90	1	4	14	54	9	35	2	8	345	90	4	54	35	8	345	80	2	66	28	4	345
C. one to two hours	7	0	0	1	50	0	0	1	50	336	7	0	50	0	50	336	13	2	61	32	6	344
D. more than two hours	3	0	0	1	100	0	0	0	0	344	3	0	100	0	0	344	3	1	36	45	18	339
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	55	0	0	11	65	6	35	0	0	345	55	0	65	35	0	345	47	3	68	24	4	346
B. good	39	1	8	6	50	3	25	2	17	344	39	8	50	25	17	344	41	1	62	31	5	344
C. fair	6	0	0	0	0	1	50	1	50	335	6	0	0	50	50	335	9	0	51	41	8	342
D. poor	0										0						2	0	30	51	19	338
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	32	0	0	7	70	3	30	0	0	348	32	0	70	30	0	348	31	3	63	28	6	345
B. They match some of what I have learned.	48	1	7	7	47	5	33	2	13	342	48	7	47	33	13	342	49	2	68	26	3	345
C. They match just a little of what I have learned.	19	0	0	3	50	2	33	1	17	343	19	0	50	33	17	343	14	1	53	39	7	342
D. There is no match.	0										0						6	0	43	43	14	340
<b>How hard was the reading part of this test?</b>																						
A. harder than my regular schoolwork	23	0	0	3	43	3	43	1	14	339	23	0	43	43	14	339	18	1	50	38	11	342
B. about the same as my regular schoolwork	55	0	0	12	71	4	24	1	6	346	55	0	71	24	6	346	57	2	68	26	3	346
C. easier than my regular schoolwork	23	1	14	2	29	3	43	1	14	344	23	14	29	43	14	344	25	1	61	31	6	344
<b>How hard were the reading passages on this test?</b>																						
A. Most of the passages were harder than what I normally read.	19	0	0	3	50	1	17	2	33	340	19	0	50	17	33	340	15	0	38	48	14	340
B. Most of the passages were about the same as what I normally read.	48	0	0	9	60	5	33	1	7	343	48	0	60	33	7	343	48	2	66	29	4	345
C. Most of the passages were easier than what I normally read.	32	1	10	5	50	4	40	0	0	348	32	10	50	40	0	348	37	3	70	23	4	347
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	19	0	0	5	83	0	0	1	17	347	19	0	83	0	17	347	22	3	67	25	4	346
B. 20 minutes to an hour	45	1	7	7	50	5	36	1	7	344	45	7	50	36	7	344	46	2	68	26	4	346
C. less than 20 minutes	29	0	0	4	44	4	44	1	11	342	29	0	44	44	11	342	18	1	56	36	8	343
D. I rarely read at home.	6	0	0	1	50	1	50	0	0	341	6	0	50	50	0	341	14	0	50	40	10	341
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	29	0	0	6	67	2	22	1	11	344	29	0	67	22	11	344	29	1	56	36	7	343
B. six to ten pages	3	0	0	1	100	0	0	0	0	348	3	0	100	0	0	348	21	2	62	31	5	344
C. eleven or more pages	68	1	5	10	48	8	38	2	10	344	68	5	48	38	10	344	50	3	68	25	5	346
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 3  
SAU: Manchester School Department  
School: Manchester Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 362–380)	2006-2007	3	10	3	10	1985	14
	2007-2008	5	14	5	14	2277	17
	<b>2008-2009</b>	<b>5</b>	<b>16</b>	<b>5</b>	<b>16</b>	<b>2328</b>	<b>17</b>
	Cum. Total*	13	13	13	13	6590	16
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 342–360)	2006-2007	16	52	16	52	6990	51
	2007-2008	14	40	14	40	6764	50
	<b>2008-2009</b>	<b>12</b>	<b>39</b>	<b>12</b>	<b>39</b>	<b>7045</b>	<b>52</b>
	Cum. Total*	42	43	42	43	20799	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 326–340)	2006-2007	8	26	8	26	3673	27
	2007-2008	10	29	10	29	3504	26
	<b>2008-2009</b>	<b>9</b>	<b>29</b>	<b>9</b>	<b>29</b>	<b>3137</b>	<b>23</b>
	Cum. Total*	27	28	27	28	10314	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 300–324)	2006-2007	4	13	4	13	1193	9
	2007-2008	6	17	6	17	1044	8
	<b>2008-2009</b>	<b>5</b>	<b>16</b>	<b>5</b>	<b>16</b>	<b>997</b>	<b>7</b>
	Cum. Total*	15	15	15	15	3234	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>48</b>	<b>100</b>	28.6	59.6	28.6	59.6	31.5	65.6
<b>A. Number</b>	<b>20</b>	<b>42</b>	11.3	56.5	11.3	56.5	12.8	64.0
<b>B. Data</b>	<b>8</b>	<b>17</b>	6.2	77.5	6.2	77.5	6.1	76.3
<b>C. Geometry</b>	<b>8</b>	<b>17</b>	4.8	60.0	4.8	60.0	5.5	68.8
<b>D. Algebra</b>	<b>12</b>	<b>25</b>	6.3	52.5	6.3	52.5	7.1	59.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 3  
 SAU: Manchester School Department  
 School: Manchester Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	31	5	16	12	39	9	29	5	16	344	31	16	39	29	16	344	13507	17	52	23	7	348
<b>Ethnicity</b>																						
African American/Black	0										0						407	7	37	32	24	338
American Indian or Native Alaskan	0										0						99	7	47	38	7	344
Asian or Pacific Islander	0										0						223	25	45	24	7	350
Hispanic	1										1						162	6	44	35	15	341
Caucasian/White	30	5	17	12	40	8	27	5	17	344	30	17	40	27	17	344	12616	18	53	23	7	348
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	6	0	0	2	33	2	33	2	33	332	6	0	33	33	33	332	2204	6	36	36	22	338
No	25	5	20	10	40	7	28	3	12	347	25	20	40	28	12	347	11303	19	55	21	4	350
<b>Current LEP</b>																						
Yes	0										0						412	7	37	35	21	339
No	31	5	16	12	39	9	29	5	16	344	31	16	39	29	16	344	13095	18	53	23	7	348
<b>Economically disadvantaged</b>																						
Yes	3										3						5727	10	48	31	12	343
No	28	4	14	12	43	9	32	3	11	345	28	14	43	32	11	345	7780	23	55	18	4	351
<b>Migrant</b>																						
Yes	0										0						6	0	67	33	0	345
No	31	5	16	12	39	9	29	5	16	344	31	16	39	29	16	344	13501	17	52	23	7	348
<b>Gender</b>																						
Female	15	2	13	7	47	4	27	2	13	344	15	13	47	27	13	344	6568	16	52	24	8	348
Male	16	3	19	5	31	5	31	3	19	344	16	19	31	31	19	344	6939	18	53	22	7	348
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						2300	4	43	39	14	340
No	31	5	16	12	39	9	29	5	16	344	31	16	39	29	16	344	11207	20	54	20	6	350
<b>Gifted/talented program</b>																						
Yes	1										1						155	73	26	1	0	368
No	30	4	13	12	40	9	30	5	17	343	30	13	40	30	17	343	13352	17	52	23	7	348

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 3  
SAU: Manchester School Department  
School: Manchester Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										0						5	9	38	32	21	340
B. less than one hour	90	5	19	10	38	7	27	4	15	346	90	19	38	27	15	346	80	19	54	22	5	349
C. one to two hours	7	0	0	0	0	2	100	0	0	332	7	0	0	100	0	332	13	16	51	24	9	347
D. more than two hours	3	0	0	1	100	0	0	0	0	344	3	0	100	0	0	344	3	6	31	39	24	337
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	35	3	27	3	27	4	36	1	9	348	35	27	27	36	9	348	40	25	51	17	7	351
B. good	48	2	13	8	53	3	20	2	13	346	48	13	53	20	13	346	45	14	56	24	6	348
C. fair	16	0	0	1	20	2	40	2	40	329	16	0	20	40	40	329	12	7	49	34	10	343
D. poor	0										0						3	3	35	43	20	337
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	34	3	30	5	50	2	20	0	0	352	34	30	50	20	0	352	38	23	52	19	5	351
B. They match some of what I have learned.	48	1	7	5	36	4	29	4	29	339	48	7	36	29	29	339	45	16	56	22	6	348
C. They match just a little of what I have learned.	17	1	20	1	20	2	40	1	20	340	17	20	20	40	20	340	12	10	45	33	12	343
D. There is no match.	0										0						5	5	35	38	22	338
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	29	1	13	1	13	4	50	2	25	335	29	13	13	50	25	335	17	8	45	34	13	342
B. about the same as my regular schoolwork	54	2	13	9	60	1	7	3	20	345	54	13	60	7	20	345	59	19	55	21	5	350
C. easier than my regular schoolwork	18	2	40	1	20	2	40	0	0	356	18	40	20	40	0	356	24	20	51	21	8	349
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	20	0	0	3	50	1	17	2	33	334	20	0	50	17	33	334	15	8	41	35	15	341
B. 30–45 minutes	20	1	17	2	33	1	17	2	33	342	20	17	33	17	33	342	29	16	54	23	6	348
C. 45–60 minutes	20	2	33	0	0	3	50	1	17	345	20	33	0	50	17	345	32	21	55	19	5	350
D. more than 60 minutes	40	2	17	7	58	3	25	0	0	349	40	17	58	25	0	349	25	21	53	20	6	350
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	6	0	0	0	0	1	50	1	50	324	6	0	0	50	50	324	6	6	33	39	23	337
B. two or three days a week	10	0	0	2	67	1	33	0	0	346	10	0	67	33	0	346	12	15	55	22	8	348
C. two or three times each month	32	1	10	6	60	2	20	1	10	345	32	10	60	20	10	345	26	20	56	19	5	350
D. never or almost never	52	4	25	4	25	5	31	3	19	345	52	25	25	31	19	345	56	18	52	23	7	348
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	13	0	0	2	50	1	25	1	25	342	13	0	50	25	25	342	37	14	51	27	9	346
B. two or three days a week	60	3	17	7	39	4	22	4	22	342	60	17	39	22	22	342	27	20	55	19	6	350
C. two or three times each month	20	1	17	2	33	3	50	0	0	346	20	17	33	50	0	346	19	22	53	19	6	350
D. never or almost never	7	1	50	0	0	1	50	0	0	352	7	50	0	50	0	352	18	15	51	26	8	347
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

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